

GREENING SCHOOL IN MALAYSIA TOWARDS SUSTAINABLE DEVELOPMENT

Jessica Dato¹, Hanifah Mahat²

Sultan Idris Education University¹; jessicaajik@gmail.com

Correspondence: hanifah.mahat@fsk.upsi.edu.my

ABSTRACT

This concept paper discusses the implementation of greening schools in Malaysia in line with the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 13 (Climate Action), and SDG 15 (Life on Land). Climate change and ecological degradation pose significant threats to human life. The United Nations Conference held in Stockholm in 1972 emphasized sustainability in education as a key focus for developing environmentally conscious individuals. Based on the Sustainable Development Goals (SDGs) approach, greening schools represent sustainability efforts focused on school green spaces involving four domains: cognitive, socio-emotional, behavioral, and environmental. This aligns with UNESCO's main objective under the Green School Quality Standards to ensure that at least 50 percent of educational institutions achieve green school status by 2030. In response to global sustainability targets, the Malaysia Education Blueprint (2013–2025) highlights the importance of schools as comfortable and conducive learning institutions. Furthermore, the 2022 Transforming Education Summit, a collaboration between UNESCO and the Greening Education Partnership, launched new initiatives to green education through classroom teaching and learning for sustainable development. Therefore, greening schools serve as a foundation for educating students to achieve sustainable development goals in alignment with the SDGs.

Keywords: greening school, sustainable development, Sustainable Development Goals (SDGs)